



English Learning (NESP), Title III, and Title I Part C

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I. English Learners

Purpose:

This section provides information on who is an EL student and common acronyms used

A Little Quiz

1. Can you identify the following terms?

- ENL
- LEP
- FEP
- EL
- ELL
- ILP
- ESL

Answers

ENL – English as a New Language – high school course

LEP – Limited English Proficient – Levels 1-4

FEP – Fluent English Proficient – Level 5

EL – English Learner

ELL – English Language Learner

ILP – Individual Learning Plan

ESL – English as a Second Language

Who is a EL Student?

Federal Definition:

Means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

EL Students in Indiana

- 2012-2013 – 54,054 ELs
- Representing 235 languages
- About 80% of ELs speak Spanish as a native language
- Approximately 63% were born in the U.S.
- Around 37% are immigrants to the U.S.

World-Class Instructional Design and Assessment (WIDA)

- Newly adopted English language development (ELD) standards for English learners
- www.wida.us
- Academic language development
- Can-do Descriptors
- 2012 WIDA ELD Standards
- Resource/Bulletins: Focus on Differentiation

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WIDA ELD Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

WIDA Can-Do Descriptors



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	Level 6 - Reaching
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

WIDA ELD Expanded Strands

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GRADES 9–10



ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Right triangles

CONNECTION: *Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6–8 (High School):* Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WRITING	Draw and label scenarios for right triangle word problems using illustrated phrase banks	Draw and describe scenarios for right triangle word problems using sentence frames and illustrated phrase banks	Reproduce right triangle word problems using sentence frames and phrase banks	Compose right triangle word problems using textbook models and phrase banks	Compose detailed right triangle word problems using textbook models	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sine, cosine, tangent (trigonometric functions), hypotenuse, opposite, adjacent

II. Federal Requirements

Purpose:

This section outlines the federal requirements that all school corporations are required to comply with if they have identified EL student(s) attending their school corporation

Steps for Serving ELs

Identification

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graph TD; A[Identification] --> B[Assessment]; B --> C[Services]; C --> D[Exiting from Services & Monitoring];
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Assessment

Services

Exiting from Services &
Monitoring

III. The Home Language Survey

Purpose:

The HLS is a student-specific form used to identify language(s) spoken by a student that are other than English

HLS Specifics

- The three questions are the only questions that school corporations can use to determine whether a student speaks a language other than English
- The HLS should only be administered once to a student during their educational career (typically Kindergarten) or if a student moves to Indiana from out of state
- “Original HLS” refers to the HLS completed the first time a student is enrolled in school or moves from out of state
- A HLS is not administered every year to a returning student
- When a student moves from one school corporation to another within Indiana, the HLS is required to be transferred with the student in their cumulative folder

LAS Links Placement Test and Annual Assessment

Purpose:

The LAS Links Placement Test is an initial English proficiency screener that is administered and scored locally and used to determine the English proficiency of a student that has identified a language other than English on their HLS

Purpose:

The LAS Links Annual Assessment is a yearly assessment used to measure the English proficiency of identified LEP students in the following four domains:

***Listening, Speaking,
Reading and Writing***

Two Types of English Proficiency Assessments

LAS Links Placement Test

- Administered once (based on HLS) when a student first enrolls at a school corporation and does not have previous scores available

LAS Links Annual Assessment

- Administered each year to students that have been identified as LEP based on the LAS Links Placement Test or previous LAS Links Annual Assessment

IV. Individual Learning Plan (ILP)

Purpose:

The ILP is a specialized plan for each identified LEP student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's ENL teacher (if applicable) or another designee
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- All LEP students (levels 1-4 or "NP"/"AP") must have an ILP
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

What Should an ILP Include?

There is not a required ILP form that must be used; rather, school corporations retain the local responsibility to create an ILP based on their students' needs

However, recommendations to include in an ILP are as follows:

- General Information about the student (name, age, grade, school year)
- LAS Links Placement proficiency level (if applicable)
- Annual LAS Links proficiency level, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Goals for the student (quarterly, semester, year-end)

State Testing Accommodations for English Learners

- Extended time (one and a half or double time)
- Small Group testing by a familiar teacher
- Approved word-to-word dictionaries (if literate in native language)
- Read aloud (all items read verbatim with the exception of ELA)
- Read test/assignment directions and questions

V. Program Requirements

Purpose:

This section outlines a school corporation's obligation in providing services with state and local funds

EL Program

- Tier I
 - Core content
 - For LEP students, also includes EL program



Title III:

Additional services provided to students **above and beyond** the Core Instruction and Lau Requirements.
Title III federal funds can be used for this purpose.



“Lau” Requirements:

English language development services that are provided to **EL students** in order to meet federal requirements. These services are ***in addition to*** the core instruction. **State and local funds** are used to meet the Lau Requirements.
Federal funds (ex: Title III) cannot be used to meet this requirement.



Core Instruction:
Provided to all students.

Think-Pair-Share

- Take a few moments and answer these questions about your EL Program:
 - (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
 - (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
 - (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Funding

- NESP (Non-English Speaking Programs)
 - Per pupil allocation: \$90 in SY2013-2014
 - State grant-can be used to meet the Lau Requirements
 - Other uses: assessment, professional development, personnel, instructional materials, etc.
- Title III
 - Per pupil allocation: \$140 in SY2013-2014
 - Supplemental personnel, professional development, equipment, parent involvement for ELs

Castañeda v. Pickard

Castañeda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students:

- (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
- (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

[648 F.2d 989 (5th Cir., 1981)]

Supplement vs. Supplant

- Supplement vs. Supplant requirements ensure that services provided with federal funds are in addition to and do not replace (or supplant) services that students would otherwise receive
- State and local funds must be used to provide the activities outlined in this presentation
- Therefore, using federal funds for activities discussed in this presentation would be supplanting

How ALL teachers can help EL students in their cultural adaptation

Ensure that success is achieved and felt every day

- Provide a low-anxiety environment.
- Don't expect/demand instant/complete acculturation.
- Provide intensive language development.
- In the mainstream classroom:
 - Increase comprehension!
 - Increase practice!
 - Adjust the workload!
 - Structure pair and group activities/projects that help English learners make friends.

English Learners in the Core Content

Responsive Mainstream Classrooms

- The power is in the core
- Students' primary language is honored
- All teachers are language teachers- content and language skills are integrated
- Mainstream teachers and EL teachers work collaboratively
- Scaffolding and ways of support are built into the lessons
- English Learners are engaged 90% - 100% of the time

English Learners in the Core Content

- Visuals, modeling, demonstrations, vocabulary previews, adapted texts, and multicultural materials
- Highly interactive classrooms, cooperative learning, peer tutoring, flexible grouping
- Language instruction integrated with challenging academic instruction
- Tasks that emphasize problem solving, discovering learning, integrating reading, writing, listening, speaking
- Outcome and performance-based assessments

Migrant Education Program (MEP)

100 % Identified, 100 % Served

Who is a Migrant Student?

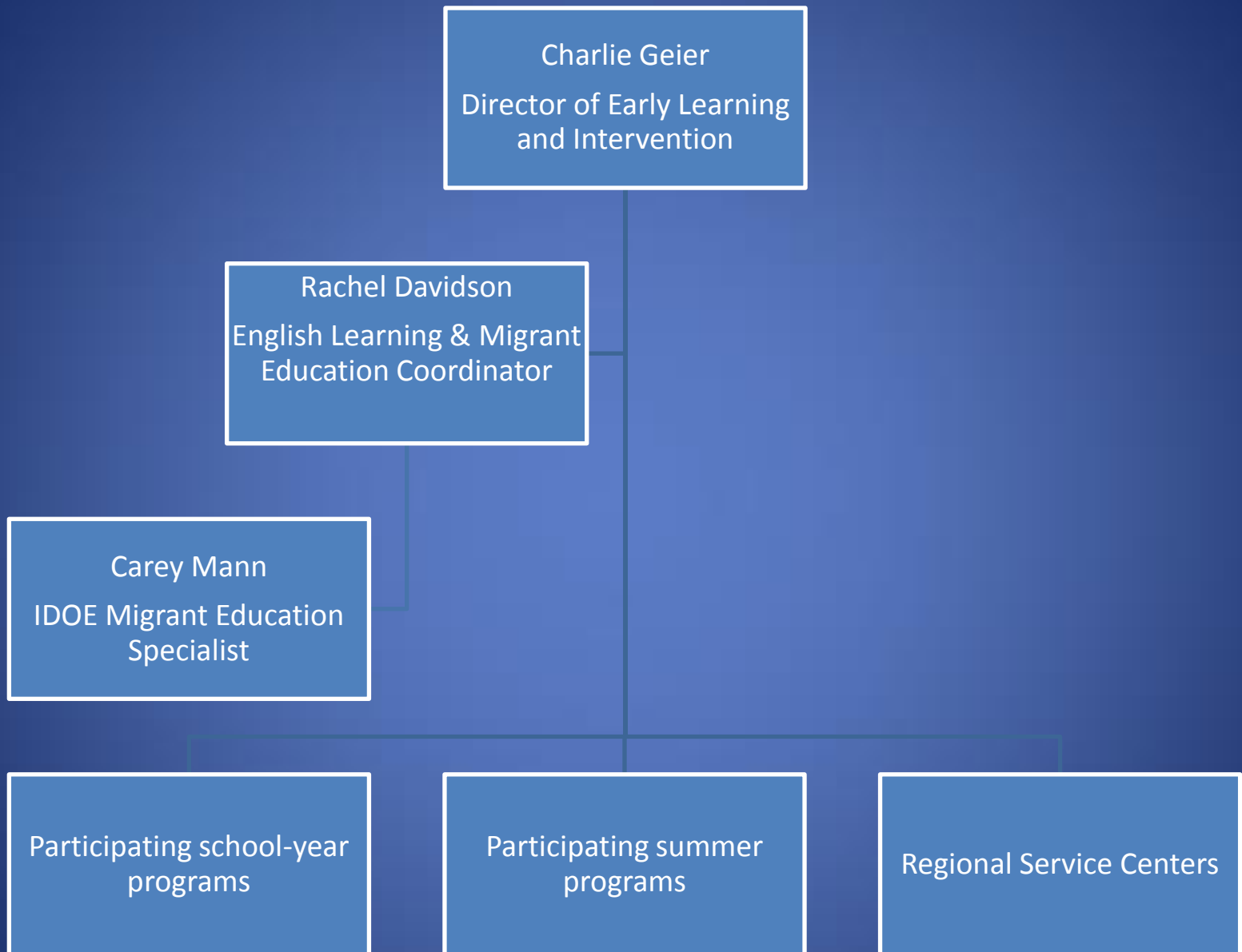
- A child (ages 3-21) who in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker:
 - Has moved from one school district to another
 - In a State that is comprised of a single school district; has moved from one administrative area to another within such district
- A child who is a migratory agricultural worker.

MEP Overview

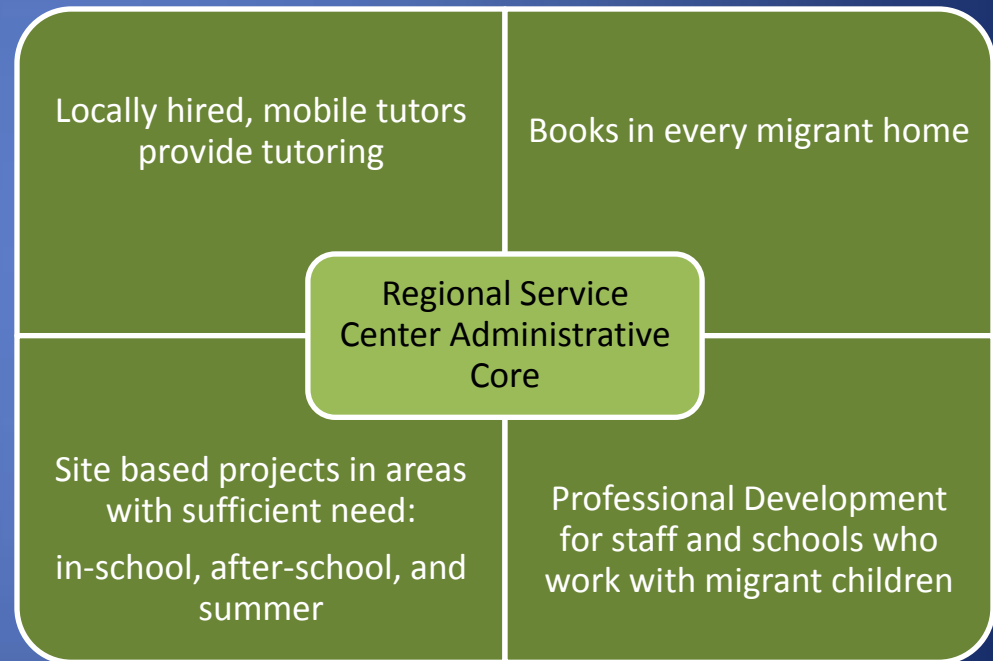
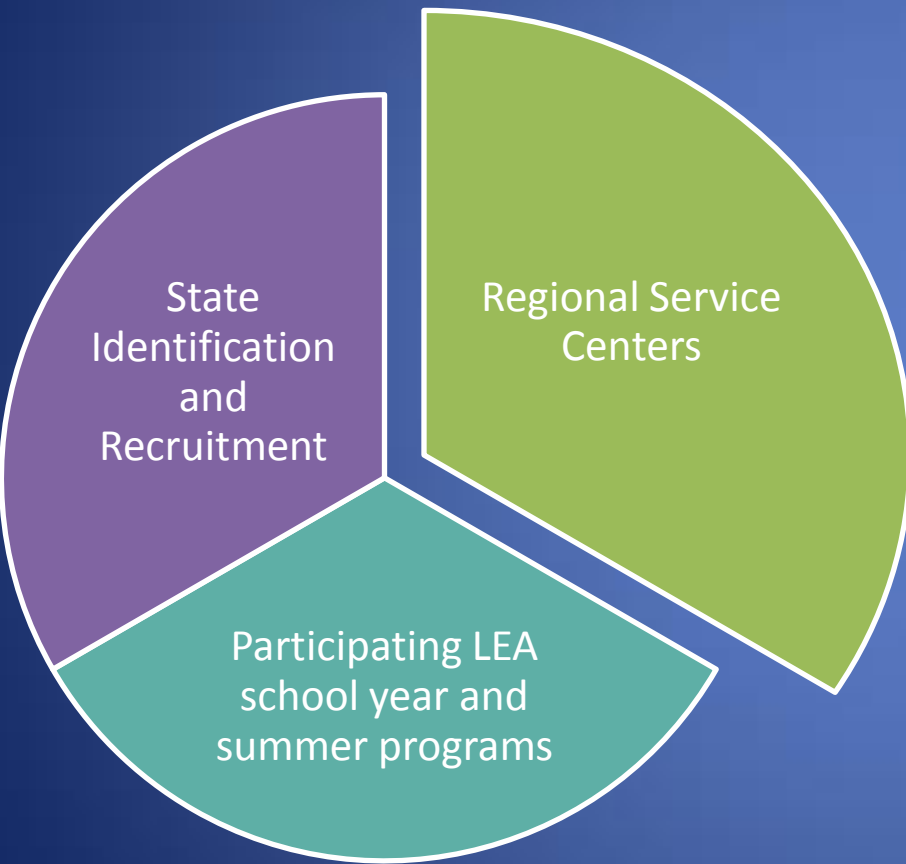
- The Title I, Part C, Migrant Education Program (MEP) of the *No Child Left Behind* Act funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
- The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

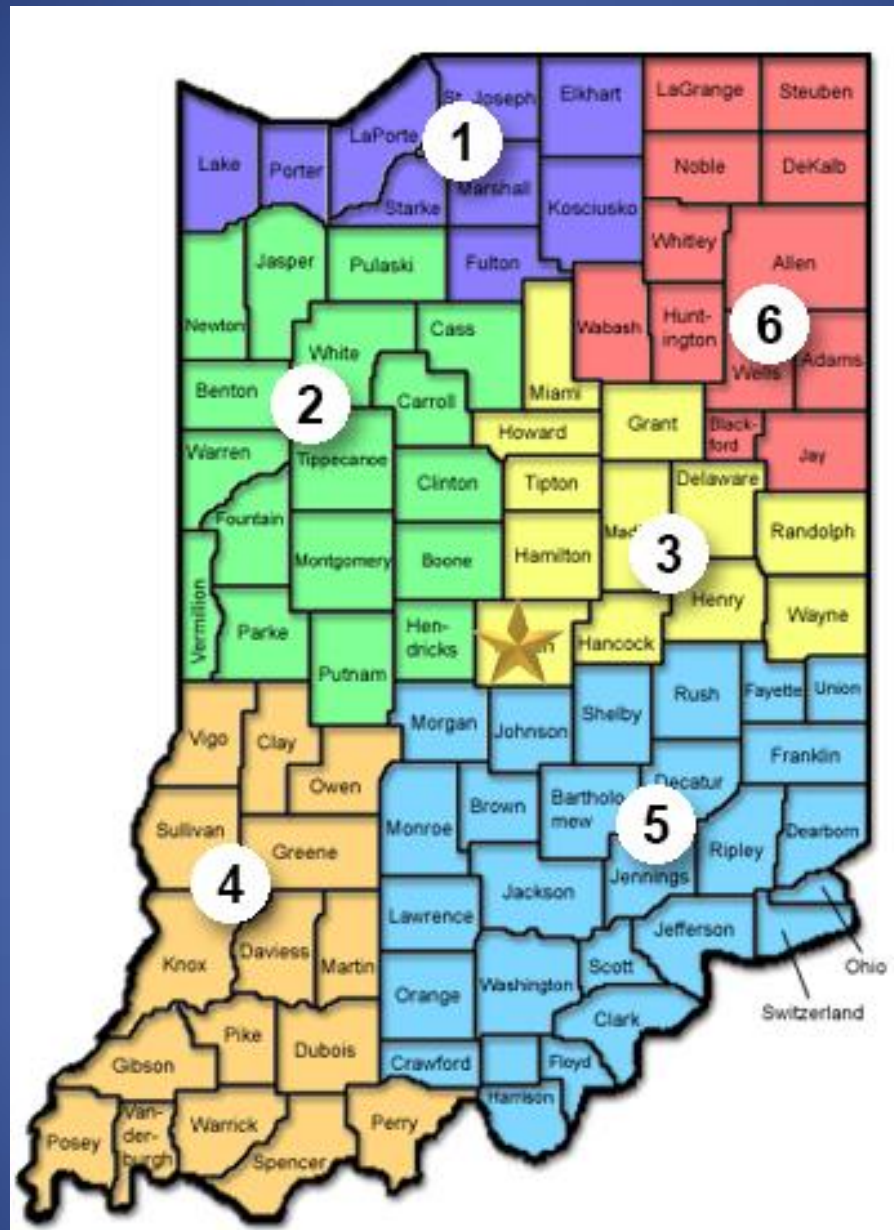
Indiana Migrant Statistics

- Over 87% of migrant students come to Indiana from within the United States. About 11% of Indiana's migrant students arrive in Indiana from Mexico, and around 2% arrive from other nations. Of the students that come from within the U.S., approximately 80% are from Texas, while the other students come from Florida (10%), Georgia (3.5%), California (3%), and a combination of other states.
- Indiana's agricultural economy utilizes Migrant labor for crops like corn, tomatoes, and melons. Migrant farm workers arrive in Indiana throughout the year, with peak arrival months being April (5%), May (10%), June (15%), July (51%), August (11%).



Migrant Regional Service Centers





Identification and Recruitment

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ESEA Waiver

- College and Career Ready Standards
 - WIDA
- Accountability
 - AMOs
 - Graduation Rates
 - Advanced/Technical Courses

Contact Information

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